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ABSTRACT

In conjunction with the regular 1970 summer session, Santa Barbara City College (SBCC) sponsored a developmental program for disadvantaged minority students. Fifty-two students participated, 34 financially supported by the Neighborhood Youth Corps, and 18 others with similar backgrounds and characteristics. The minority students were enrolled in courses open to the entire SBCC student body; their experiences differed only in that they were provided assistance from the school's tutorial center. Student characteristics included School and College Ability Test scores below the fifteenth percentile on all tests, and tendencies toward both low self-concept in areas related to academi c achievement and relatively low interest in traditional occupational programs. At the conclusion of the summer session, 46 of these students had completed the program, with 88 per cent of them achieving a GPA above 2.0. In addition, of the seven high school juniors in the program, six remained to achieve a mean GPA of 2.86. In terms of mean GPA, the performance of these students was identical with the performance of SBCC Students enrolled in the Spring 1970 semester. To conclude, the summer 1970 program indicates not only that minority disadvantaged students can be recruited and encouraged to take higher education, but also that financial aid and tutorial services can have a marked impact on their persistence and performance. (JO)

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SANTA BARBARA CITY COLLEGE

September 15, 1970

RESEARCH REPORT 17-70

THE SUMMER READINESS PROGRAM: NEIGHBORHOOD YOUTH CORPS AT SANTA BARBARA CITY COLLEGE

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LOS ANGELES
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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

THE SUMMER READINESS PROGRAM:
NEIGHBORHOOD YOUTH CORPS AT SANTA BARBARA CITY COLLEGE

Background

Perhaps the most insistent demand on the Community Colleges is the demand for expanded services to students whose educational experiences have not adequately prepared them to enter the two-year college. In a report on the special needs of the disadvantaged in the two-year colleges, the American Association of Junior Colleges concluded, along with many others, that "poverty and prejudice are barriers to opportunity for millions of Americans and thus impediments that restrict and threaten the national progress."[1] The two-year colleges, the Association statement continued, must lead an assault on these barriers to "close not only the gap in educational opportunities, but cultural and economic gaps as well."[2]

Much attention has been given to the problems of "people who need college." Following Dorothy Knoell's report, People Who Need College, the Association published a collection of recent articles outlining Programs for People Who Need College.[3] In Northern California, a three year study of the potential dropout is now in its third phase, experimentally working with students who have been identified as having characteristics associated with attrition.[4] In all of these studies, the central factors of academic disadvantage remained virtually constant: the disadvantaged student is likeliest to be a student of color, with low academic ability, low educational aspirations, and lower value on the importance of college; he is likeliest to come from a low income home, in which parental support for college is not extremely great.[5]

A recent study at Santa Barbara City College showed that the Chicano students who had withdrawn from college "had a far greater concern over academic and motivation problems, and a dramatically greater likelihood of withdrawing from college."[6] Partly in response to this finding, a survey of programs with potential for the disadvantaged was completed at SBCC in February, 1970.[7] In addition, the particular success of Moorpark College's program for Neighborhood Youth Corps students was given special attention as a model program to serve special needs.[8] This report is intended to give a summary of the planning for the Summer Readiness Program conducted in the Summer, 1970 session at SBCC, and to provide an indication of the program's successes and weaknesses.

The Planning Process

Santa Barbara City College received funding under Senate Bill 164 for a tutorial center, which was opened in February, 1970 with Mr. Jackman LeBlanc as Director. By March, the organizational problems began to be solved, and the tutorial staff began to experience some beginning senses of the potential of direct student assistance by qualified student tutors. In April, 1970, a series of meetings was held with representatives of the Upward Bound program at UCSB, Neighborhood Youth Corps, the Black Student's Union, MECHA, the Director of the Tutorial Center, and faculty and administrators who were interested in formulating a program of "readiness" during the summer session. Originally

conceived, the program would attract 75 disadvantaged students to the campus for a "block program" consisting of Psychology 30 (Assessing Interests and Aptitudes), English 42 (Developmental Reading and Writing), Mathematics 1 (Basic Mathematics), and a choice of either Black History or Chicano Literature. Students were to attend classes from 8:00 a.m. to noon, and were to be employed under the NYC program all afternoon. Students were to be selected according to the following priorities:

1. Low income, following NYC guidelines - $3,600 for a family of four

2. Racial and Ethnic Minority Status - Black and Chicano students given priorities

3. Inadequate high school preparation

Thus, on April 20, 1970, a recruiting drive to identify potential readiness students began.

The efforts of Mrs. Rita Solinas, NYC Assistant Project Director for the County, Mr. Jackman LeBlanc and the BSU, Mr. Alfonso Hernandez and MECHA, and a number of highly committed students including Ralph D'Olivera and Juanzen Deloney were exceptional. In a period of approximately six weeks, 55 students had been recruited, among whom 34 were eligible for NYC employment. (At the opening of the summer session, 52 of these students actually enrolled.

Before the summer session began, permission had been obtained to pay the NYC students for their instructionally-related activities, rather than seeking job slots for them in the afternoon: thus it was decided that the classroom and tutorial activities of the week would be scheduled to total 26 hours, the maximum allowed under NYC employment. Students were given greater flexibility in choosing their classes for the summer, and enrollment in all of the five courses was opened to the entire student body for the summer to assure greater academic mix in each class, and to give the Readiness students a more real sense of competition in the college classes. It had already been decided that the courses objectives and standards would not be altered for the summer program, but that special tutorial help would be provided from the Tutorial Center to assist the students with academic difficulties: the opening of classes to all students on campus was consistent with this decision. On the first days of class, tutors were assigned to the readiness students on a ratio of one tutor for each three students. Class materials in Mathematics and English were designed to be used with maximum effectiveness at the individual pace of the student.

The Readiness Students

Thirty-four Neighborhood Youth Corps sponsored students entered the Readiness Program. Some of the general characteristics of the NYC group were:

* a mean annual family income of $4,210

* a mean family size of 6.10

* a mean SCAT Verbal Score at the 14.84%ile level

* a mean SCAT Quantitative Score at the 14.33%ile level

* a mean SCAT Total Score at the 11.59%ile

* twenty-two of the students came from homes in which both English and Spanish were spoken; an additional six were Mexican-Americans from homes in which English was spoken almost exclusively. There were three Black and three Anglo students. Altogether, 82% of the students were Spanish surnamed, 9% were Black, 9% were Anglo.

* seven of the 34 NYC students were high school juniors. In addition to the 34 NYC students, 18 students were enrolled whose family income exceeded the minimum for qualification to the NYC program. The characteristics of these students were virtually identical to those of the NYC's, with the exception that the mean annual family income for the group was $6,482. Of these 18 students, 12 were Spanish surnamed, 4 were Black, 2 were Anglo. Scat scores for the 18 students were below the fifteenth percentile on all tests. The 18 students were not all given financial aid as part of the program, although 5 students received amounts up to $120 from the financial aids office.

More extensive testing was done on a number of the students who enrolled in the Psychology 30 class. The California Psychological Inventory was administered to those students who volunteered to take it, and the Kuder Vocational Interest Inventory was required of all Psychology 30 students. Six female students from the Readiness Program volunteered to take the CPI. As illustrative of the characteristics of the Mexican-American females in the group, their profile on several tests is given below.

Illustrative Scores - 6 Mexican-American Female Readiness Students

Mean Score, SCAT Total	8.26%ile
Mean Score, Kuder "Artistic"	80th%ile (38.20)
Mean Score, Kuder "Social Service"	70th%ile (56.40)
Mean Score, Kuder "Computational"	38th%ile (19.80)
Mean Score, Kuder "Clerical"	23rd%ile (44.40)

As a group, these young women were of low academic aptitude, as measured by the SCAT test. Their vocational interests tended to be high in the areas of social service and artistic occupations, and low in the clerical and computational fields. The assumption that the standard "secretarial" program would be suitable for these low ability women is clearly false: their vocational aspirations indicate a greater likelihood of interest in such programs as Early Childhood Education.

Perhaps the most interesting profile is to be found in the comparison of California Psychological Inventory Scales scores for these students, as against the performance of 2,120 college students in the norm group.

CPI Scores on Selected Scales: Six Female Readiness Students vs 2,120 College Students

Scale	Local Mean	Norm Group Mean	S.D.
Well Being	28.33	37.50	4.4
Responsibility	21.33	33.30	4.1
Achievement via Independence	12.00	21.90	3.9
Intellectual Efficiency	27.50	41.40	4.8

Every one of the mean scores for the Readiness students was over two standard deviations below the national norm score: the readiness students were significantly below the norm on each of these measures related to self-concept and academic achievement. Among the descriptive phrases that characterize students with low scores on these four scales are the following: "tend to be seen by others as unambitious, inhibited, constricted in thought and action, submissive and compliant before authority, lacking in self-direction and discipline."[9] Insofar as these students may be taken as representative of the group, the composite picture of low academic potential, as reflected in SCAT scores, low self-concept in areas related to academic achievement, and relatively low interest in traditional occupational programs that have been available to the less academically talented is convincing evidence that the Readiness Program in fact attracted students to college who might otherwise not have come. The composite picture verifies that students were indeed recruited to the program in a manner consistent with the priorities that had been established, including low income, racial or ethnic minority status, and inadequate high school preparation.

The Performance Record: How Did Readiness Students Achieve?

Again to consider the entire group of 52 students, the composite picture of academic performance may be summarized briefly:

* 89.46% of the students who enrolled (46) completed the summer session.

* 75% of the students who completed the summer session were under the 20th percentile in academic aptitude, as measured by the SCAT, but achieved a grade point average above 2.00.

* 13% had SCAT Total scores above the 20th percentile, and had a 2.00 or above g.p.a.

* 4% were under the 20th percentile, and failed to achieve a 2.00 or above g.p.a.

* 8% were above the 20th percentile, but failed to achieve a 2.00 or above g.p.a.

More specifically, the performance of the NYC and non-NYC Readiness students is

summarized below.

Academic Performance-Summer 1970
46 Readiness Program Students

Group	N	Mean g.p.a.	Number of Units Completed
NYC	32	2.376	151
Non-NYC	14	2.463	70
Total	46	2.398	221

The analysis of performance should be extended to look at other specific groups of students. For example, of the 7 high school juniors in the program one withdrew, and the remaining six achieved a mean g.p.a. of 2.86. The six female Mexican-American students whose CPA and Kuder scores were presented above as representative of the characteristics of the Readiness Program enrollment achieved a mean g.p.a. of 2.573.

In September, the subsequent enrollment patterns of the 34 Neighborhood Youth Crops students were noted.

Enrollment Beyond Readiness Program
34 NYC Students

Where Enrolled	N	Percent
High School	7	21%
SBCC	14	42%
UCSB	4	12%
Not in School	9	25%
	34	100%

The Readiness Program: What Have we Learned?

Experimental programs for the disadvantaged are not new in the Community Colleges, as the abundance of articles cited earlier in this report clearly indicates. Perhaps the most extensive and self-conscious program development has taken place at Los Angeles City College, under the direction of Hope Powell. In 1966, Powell described the aims of an experimental program for low ability students:

1. to obtain maximum social, psychological, and education information concerning "low ability" students,

2. to identify measurable or observable characteristics of the student that will aid in predicting college success,

3. to improve communications skills of the student,

4. to aid the student in knowing himself better - his interests, aptitudes, abilities, and limitations,

5. to increase the student's knowledge of vocational opportunities,

6. to aid the student in formulating educational and vocational goals consistent with his abilities and interests,

7. to identify teaching and counseling methods that may be effective with "low ability" students.[10]

With little or no modification, these same goals can be said to characterize the Summer Readiness Program at SBCC. Through enrollment in the Psychology 30 program, we attempted to assist the student to know himself better, and to help him formulate vocational and academic plans more clearly; through the selection process we obtained as much information as possible on the social psychological, and educational characteristics of the students; through our evaluation of the effectiveness of the tutorial program in English 42,[11] we had learned that tutorial assistance from peers was extremely helpful to the disadvantaged, especially in persistence: through English 42, we addressed ourselves to strengthening the communications skills of the students; by providing direct financial aid to the NYC students for their instructionally related activities, we were able to confirm the earlier impression that such aid would be helpful to students, and would encourage persistence (only 6.25% of the NYC's withdrew, as compared with 36.4% of the non-NYC students).

The readiness program found major strengths in the resources of the staff, particularly those of Mr. Jackman LeBlanc, Mr. Barrett Culmback, and Mr. Alfonso Hernandez, who assumed the major burdens of instruction. The tutorial staff was supplemented by students from UCSB, and was led by Tutor Supervisor, Bruce Glenn. The resources of these staff members were further strengthened by the professional services of Mr. Robert Peterson, of the Santa Barbara County Mental Health Services, who met regularly with the entire staff as they began to formulate and evaluate program needs.

There were, of course, a number of weaknesses in the program. Specific recommendations for improvement could include:

1. Clearer definition of the role of Director of the Readiness program, and commitment to providing adequate time for the performance of the coordinating role;

2. Earlier identification and recruitment of potential Readiness Program students through more effective coordination between BSU, MECHA, and the NYC staff;

3. Expansion of the program to include more high school juniors, with an additional commitment to provide support services throughout the senior year of high school;

4. Development of a more adequate and consistent method of obtaining biographical and educational data for all readiness students prior to their enrollment;

5. Structuring the Readiness Program more tightly to require enrollment in the Psychology 30, English 42, and Black or Chicano history and literature classes;

6. Articulating the program more thoroughly with the regular Counseling staff at SBCC, and at the local high schools; providing more clearly defined follow-up methods for articulation between readiness program experiences and subsequent enrollment, either in the high school or at SBCC;

7. Expanding the possible sources of financial aid to assure that every student would receive the same amount of support while enrolled in the Readiness Program;

8. Continuing to articulate financial needs with the Director of Financial Aids and Placement to assure that students continue to receive adequate financial aid throughout the academic year;

9. Developing a library of textbooks and supplemental class materials to be checked out from the Tutorial Center and returned for the use of other students;

10. Exploring the need for transportation, and providing either a transportation allowance or a means of transportation to Readiness students;

11. Expanding the opportunities for graduate students from UCSB to serve teaching or counseling internships in the Tutorial Center, or as part of the Readiness program staff;

12. Greater emphasis on interpersonal development may be achieved through more effective use of the professional resources of the Santa Barbara Mental Health program; students need more time to respond to and evaluate their experiences during the summer;

13. Perhaps through the Industry and Education Council, a program of visitation to local industry could provide better insight into the world of work, and might supplement the vocational interest assessments of the Psychology 30 program.

In summary, we may state several important lessons that we have learned from the Summer Readiness Program in 1970:

1. We have learned that the minority disadvantaged students in our community can be recruited and encouraged to attend higher education.

2. We have learned that, despite economic, social, academic, and personal characteristics that identify the disadvantaged as dramatically different from the average college student, the performance of Readiness students in their college courses was identical with the performance of all SBCC students (2.39 was the mean g.p.a. for all students enrolled in the Spring 1970 semester at SBCC).

3. We have learned that the tutorial services have an impact on the persistence and performance of Readiness Students.

4. We have confirmed that financial aid does have an impact on persistence among disadvantaged students.

5. We have learned that a cooperative program of recruitment and counseling can work, and can be improved among the high schools, the college counseling staff members, the NYC program leadership, and the Readiness staff.

The Readiness Program represents a genuine expansion of services to the disadvantaged in the Santa Barbara Junior College District. Among the priorities for planning in the next several years, the expansion of these services to the disadvantaged is near the top of the list. A survey of the poverty areas (particularly census tracts 8, 9, 10, 11, and 12) in the District revealed that 8,890 families, or 31.96% of all families in the target areas had annual family incomes under $3,000 in 1966. Our estimate that 22,000 individuals, primarily people of color, are under-educated, under-employed, or both has been the basis for some major re-evaluation of our services to this important and substantial minority community. The Readiness Program is one part of Santa Barbara City College's response to the needs of the disadvantaged.

FOOTNOTES

1. Dorothy Knoell, People Who Need College (Washington, D. C.; American Association of Junior Colleges, 1970), p. vii

2. Ibid

3. American Association of Junior Colleges, Community College Programs for People Who Need College (Washington, D. C., AAJC, 1970)

4. Thomas MacMillan, "Norcal: The Key Is Cooperation," Junior College Journal (May, 1970), p. 28-31

5. Thomas MacMillan, NORCAL: Phase II Final Report (Santa Barbara City College, May, 1970)

6. Thomas MacMillan, "Follow-Up Study of SBCC Students Who Withdrew During the Fall, 1969 Semester," (Research Office Memo 12-70, Santa Barbara City College, June, 1970)

7. Thomas MacMillan, "Meeting the Needs of Potential Drop-Outs: The Dilemma of Applying Research Findings" (Research Office Memo 7-70, Santa Barbara City College, February, 1970)

8. Moorpark College, "NYC Goes to College" (Moorpark College, n.d.)

9. Harrison G. Gough, Manual: California Psychological Inventory (Palo Alto, Consulting Psychologists Press, 1964)

10. Hope M. Powell, "Implementing a Curriculum for Provisional Students" (Los Angeles City College, January, 1966)

11. Thomas MacMillan, "An Analysis of the Effectiveness of the Tutorial Program with English 42 Students" (Research Office Memo 13-70, Santa Barbara City College, June, 1970)

[Original typed on letterhead paper]

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September 2, 1970

Dear Dr. Gooder:

I would like to express my appreciation to those individuals on your staff who made the "NYC-Goes to College Program" this summer a complete success. A special note of thanks should go to Mr. LeBlanc and the tutors under his direction, who provided the patience and understanding these NYC students so desparately needed. Without the tutorial center, I can unequivocally say that the program would have been a complete fiasco. Thank you again.

Sincerely yours,

Jeffrey Paye
Neighborhood Youth Corps Coordinator